

INDIANA DEPARTMENT OF EDUCATION SUPPLEMENTAL EDUCATIONAL SERVICES

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT FOR:

Specialty Tutoring

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	<i>Unsatisfactory</i>	Lesson matches original description	<i>3 Meets Standards</i>	Criminal Background Checks	<i>In Compliance</i>
Recruiting Materials	<i>Satisfactory</i>	Instruction is clear	<i>3 Meets Standards</i>	Health/safety laws & regulations	<i>In Compliance</i>
Academic Program	<i>Satisfactory</i>	Time on task is appropriate	<i>3 Meets Standards</i>	Financial viability	<i>In Compliance</i>
Progress Reporting	<i>Satisfactory</i>	Instructor is appropriately knowledgeable	<i>3 Meets Standards</i>		
Assessment and Individual Program Design	<i>Satisfactory</i>	Student/instructor ratio: 2-1:1	<i>3 Meets Standards</i>		

ACTION NEEDED: NONE

- Provider submitted corrective action plan explaining how it will ensure all tutors meet requirements in the future.

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: Specialty Tutoring
REVIEWER: S.T.

DATE DOCUMENTATION RECEIVED: March 26, 2008

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	BOTH of the following: -Tutor resumes/applications (<u>all tutors</u>) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.) <i>In addition to:</i> ONE of the following: -Tutor evaluations (<u>all tutors</u>) -Recruiting policy for tutors (<u>one copy</u>) -Sample tutor contract (<u>one copy</u>)	-Tutor resumes -Tutor contract -Tutor evaluations -Professional development meeting summaries and detailed agendas	X		-While all other tutors meet Specialty Tutoring's tutor qualifications, one tutor does not meet the provider's tutor qualifications; -Tutor contract is appropriate; -Tutor evaluations provide helpful feedback regarding how well tutor maintains files and documents, coordinates test results to lesson plans, keeps students engaged, evaluates tutor job performance during observation, and also provides suggestions for improvement. -Documentation of professional development training was submitted.
Recruiting materials	TWO of the following: -Advertising or recruitment fliers -Incentives policy -Program description for parents	-Recruitment brochure -Recruitment flyer -Parent description		X	-Parent description is appropriate and accurately relays information regarding provider's program; -Recruitment brochure and flyer provide an accurate summary of Specialty's programming and is also in line with provider's application.
Academic Program	ONE of the following: -Lesson plan(s) for the observed tutoring session(s) and for each subject in which provider tutors <i>In addition to:</i> ONE of the following: -Specific connections to Indiana standards (cite exact IN standard to which lesson connects) -Description of connections to curriculum of EACH district the provider works with.	-Lesson plan -Connection to Indiana Academic Standards		X	-Submitted lesson plans appropriately include key activities that help to ensure student comprehension. The lesson begins with a warm-up and review, then proceeds to an introduction of new material and ends with guided and independent practice; -A clear connection to Indiana Academic Standards was demonstrated in lesson plans.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Progress Reporting	ALL of the following: -Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports -Documentation of reports sent	-Description of progress reporting process -Timeline for sending progress reports -Documentation of reports sent		X	-Based on documentation of reports sent and feedback from districts, provider submits progress reports in a timely manner; -Provider offers daily progress reports and also formal progress reports. Progress reports share the concepts that were worked on during the session, a rating on the student's effort during the session, assessment results, updates on student attendance and behavior, update on progress made, and provide recommendations on activities parents can complete at home with students.
Assessment and Individual Program Design	ALL of the following: -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards.	-Explanation of learning plan development process -Evidence of assessment's correlation to Indiana Academic Standards		X	-Learning plan development process is appropriate. Learning plans include standards that will be covered during sessions, assessment results, and materials that will be used to assist students in accomplishing goals; -Evidence and explanation provided demonstrates assessments' correlations to specific Indiana academic standards.

On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: Specialty Tutoring

SITE: South Wayne Elementary

TUTOR'S INITIALS (ALL TUTORS OBSERVED): C.M. & K.G.

NUMBER OF LESSONS OBSERVED: 1

DATE: March 25, 2008

REVIEWER: S.T. & K.S.

TIME OF OBSERVATION: 4:25 p.m.

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving “1 or 2 points” on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application			X		<ul style="list-style-type: none"> -One tutor was testing a student. Another tutor provided instruction to two students. This tutor provided instruction and review to each student one-on-one, encouraged the student to work independently on a worksheet/workbook page related to the lesson, and then reviewed the student's response (providing any necessary follow-up instruction) once the student finished. One student worked on geometric concepts such as determining angles, lines, and perimeters. The other student worked on vocabulary building and antonyms. -The tutor providing instruction shared his/her lesson plan for each student. It was clear the tutor was following the lesson plans. -Observed lesson matches lesson description in provider's application.
Instruction is clear			X		<ul style="list-style-type: none"> -The tutor providing instruction appropriately modeled skills for students and checked for understanding before allowing the students to work independently; -The tutor was also very effective with using alternate methods to explain concepts with which each student had difficulty when he/she discovered either student had not grasped the initial explanation; -Students clearly knew the goal of each lesson and the tutor's expectations.
Time on task is appropriate			X		<ul style="list-style-type: none"> -The students were engaged in their work and even when they waited for the tutor to finish working with the other student, stayed focused on the task at hand; -The students did not have to be redirected during the observation period.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Instructor is appropriately knowledgeable			X		<ul style="list-style-type: none"> -Tutor was able to effectively balance switching subject areas (one student was working on math while the other was working on language arts) making each transition between students flow naturally; -Tutor appropriately modified and adjusted instruction based on each student's need level; -Tutor appropriately used scaffolded instruction when introducing or reviewing a difficult concept.
Student/instructor ratio: 2-1:1			X		-Ratio matches that reported in original provider application. A 2-1:1 ratio was observed.

On-site Monitoring Visit Rubric COMPLIANCE Components

NAME OF PROVIDER: Specialty Tutoring
REVIEWER: S.T.

DATE DOCUMENTATION RECEIVED: March 26, 2008

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	ALL of the following: -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	-Criminal background checks	X	
Health and safety laws and regulations	ONE of the following: -Student release policy(ies) <i>In addition to:</i> ONE of the following: -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	-Student Release Policy -Evacuation/Emergency plans	X	
Financial viability	ONE of the following: -Documentation of liability insurance coverage <i>In addition to:</i> ONE of the following: -Audited financial statements -Tax return for the past two years	-Verification of liability insurance -990's for last 2 years	X	